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ABSTRACT

This document reports the highlights from a study of effective and ineffective principal behaviors associated with effective schools and briefly summarizes the methodology of the study. The term effectiveness is defined as high academic achievement, low rates of vandalism and absenteeism, a sense of community, and a stable staff. The researchers reviewed effective schools studies and made a list of the characteristics found in effective schools; from this list a group of eight characteristics was chosen for this study. They are (1) schoolwide measurement and recognition of academic success, (2) orderly environment, (3) emphasis on curriculum articulation, (4) instructional support, (5) high expectations for student performance, (6) collaborative staff planning, (7) instructional leadership, and (8) parental involvement. The study identified 202 effective principal behaviors and 133 ineffective principal behaviors associated with these eight areas. Another 167 behaviors were identified as effective and 138 as ineffective behaviors but were not classified under the eight characteristics. The effective and ineffective behaviors are summarized in narrative form under each of the eight characteristic areas. Two appendixes are provided that list each of the effective and ineffective behaviors identified as well as the unclassified effective and ineffective behaviors. A short reference list and two figures are also included in the report. (MD)

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Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Focus on Effective and Ineffective Behaviors

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James S. Russell, Jo Ann Mazzarella, Thomas White, and Steven Maurer

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June 1985

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Foreword

Because early articles describing this study evoked such great interest from practitioners, CEPM here departs from its usual policy of publishing technical reports in their entirety. Instead, we are issuing a short paper highlighting the effective and ineffective principal behaviors that were the central core of the study's findings and only briefly summarizing the theory and methodology of the study. It is our belief that this paper emphasizes the aspects of the study that are most useful and that have evoked the most interest. In addition, the appendix contains a list of all the ineffective or effective behaviors, something that does not appear in the technical report. For those who want more detail about the study's theoretical framework, methodology, or data analysis, it may be found in "Linking the Behaviors and Activities of Secondary School Principals to School Effectiveness: A Technical Report" (photocopied--$10.00).

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Introduction

Time and time again the literature on effective schools identifies the principal as an important factor that sets an effective school apart. In 1971 in his seminal study, for example, Weber listed "strong leadership from the principal" as a characteristic of "successful" schools. Similarly, in their 1976 study, Madden and colleagues pinpointed "strong principal support" as separating effective from ineffective schools. In 1975 Lezotte, Edmonds, and Ratner also identified "the principal as an instructional leader" as one "characteristic of effective schools." Finally, Bossert and his colleagues (1982), Greenfield (1982), and Yukl (1982) all focus on the role of the principal in creating effective schools.

For all the emphasis on the importance of the principal's role, it is still unclear what this role is or how it is related to characteristics of effective schools. What are the specific behaviors that make up effective leadership of a school?

"Effectiveness" is a loaded word that has been used in many different ways in educational literature. For our purposes in this article, we understand effectiveness to mean high academic achievement, low rates of vandalism and absenteeism, a sense of community, and a stable staff.

Three of the authors of this article recently completed a pilot study designed to build a framework for examining the behaviors of secondary principals in light of the burgeoning research on school effectiveness. That study's theoretical model and an analysis of past work on school effectiveness and leadership is presented elsewhere in detail (Russell,

White, and Maurer 1984). The central purpose of the study was to link the characteristics of effective schools to principal behaviors. Data collection involved the use of a panel of observers with considerable knowledge about the workings of high schools who identified effective and ineffective behaviors of secondary principals.

Both practitioners and researchers have shown great interest in the particular behaviors that were generated by the study. This paper, therefore, focuses on the specific behaviors of high school principals associated with the characteristics of effective schools.

In the past, researchers have attempted to identify desirable behaviors of principals, but few have specifically identified behaviors that are linked to an effective school. Creating a smooth-running bus schedule, for example, may not be an action worth as much of a principal's time as a behavior that improves students' academic performance. Now that research has produced generally agreed-upon lists of characteristics of outstanding schools, it is for the first time possible to consider what behaviors and actions might create or foster these characteristics.

Characteristics of Effective Schools

The research team first reviewed the effective schools studies cited above and other studies of effective schools at both the elementary and secondary level. From this literature, they compiled a comprehensive list of characteristics associated with effective secondary schools. They then chose from this list characteristics that were appropriate for the study, namely characteristics that (1) were observable; (2) were not primarily the result of student academic success; and (3) could be directly and strongly affected by principal behavior. From this analysis, they established eight characteristics:

1. School-wide measurement and recognition of academic success

2. An orderly, studious school environment
3. Emphasis on curriculum articulation
4. Support for instructional tasks
5. High expectations and clear goals for student performance
6. Collaborative planning with staff
7. Instructional leadership
8. Parental involvement and support

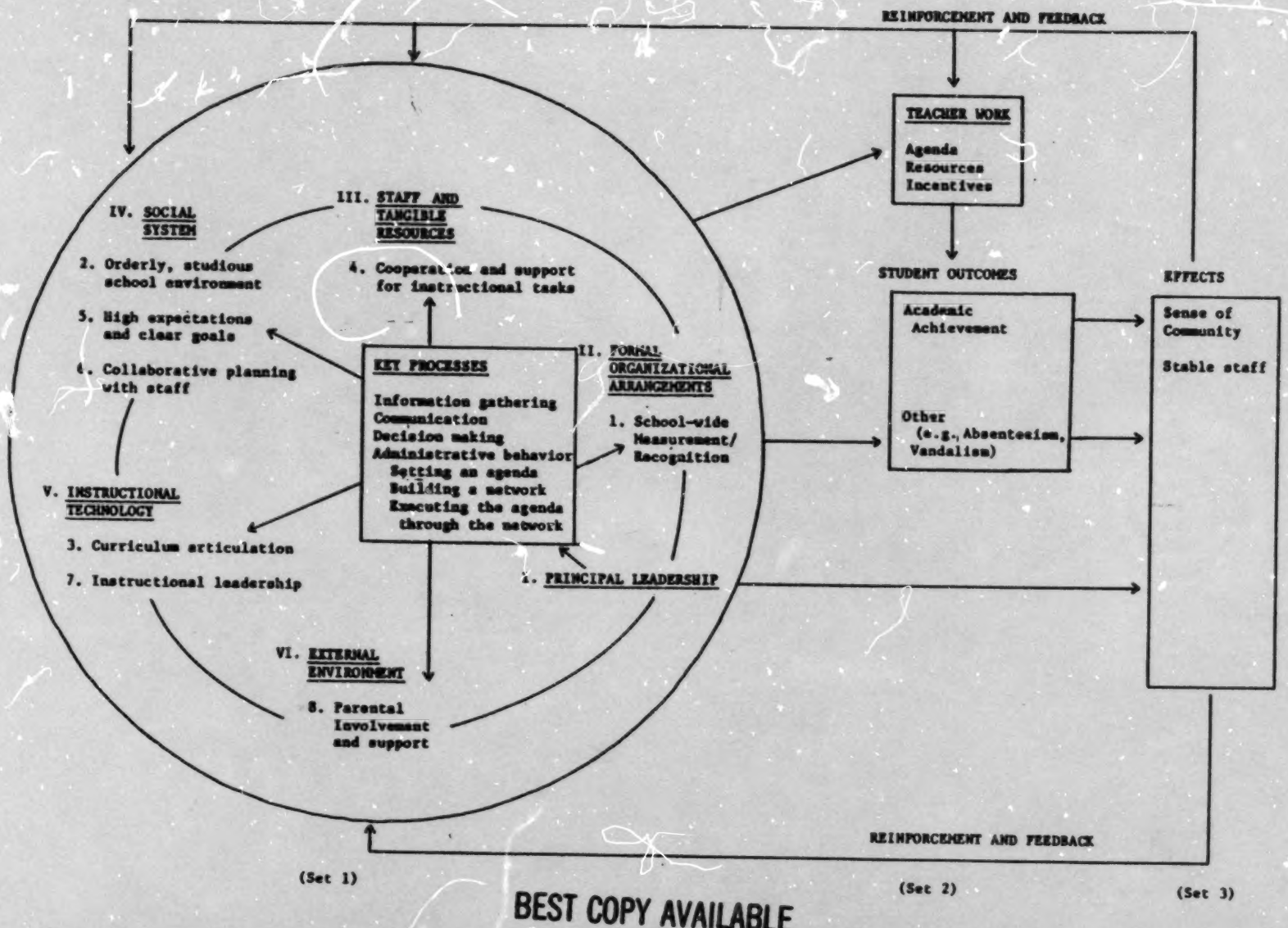
Proposed Theoretical Model

It became clear that an overall model of secondary school dynamics was necessary to place principal behaviors and characteristics of effective schools into a framework of secondary school functioning and outcomes. A model consisting of three sets of variables was adapted from Kotter's model of organizational dynamics (see Figure 1). The first set (on the left side of the model) contains seven elements that are considered to play a key role in establishing the dynamics of a secondary school. The second set (in the centerof the model) are short-term direct outcomes. The third set, labeled effects, includes variables that are long-term results of both short-term outcomes and the school characteristics.

The first set of variables consists of six variables plus a group of key processes that influence the six variables. For the purposes of this research, the principal leadership variable was viewed as influencing the other five variables through the key processes. The key processes are defined for this model as information gathering, communication, decision-making, and administrative behaviors. It is through these processes that the principal achieves goals and objectives for the other organizational variables.

The other five organizational variables besides principal leadership are formal organizational arrangements, staff and other tangible resources,

FIGURE 1
MODEL OF SECONDARY SCHOOL DYNAMICS



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the social system, instructional technology, and the external environment. These five organizational variables provided the framework for a comprehensive list of characteristics associated with effective secondary schools that are influenced by principal behavior.

Identifying Principal Behaviors

The researchers selected participants to be interviewed from twelve high schools and four junior high schools in Oregon and Kentucky. Thirteen of the schools were urban and three were rural. These participants, whom the researchers called "observers," included seven principals, fourteen administrators, eight teachers, eight superintendents, seven classified staff, four parents, four students, and four administrators designated as "expert observers" because they had studied the research on effective principals and schools.

To be interviewed, principals had to have had a total of over five years' experience in more than one school building and to have worked with more than one other principal. Teachers, other administrators, and classified staff were required to have had five years' experience and to have worked with more than two principals. Both the superintendents and the expert observers had an average of nine years experience. The four parents were current or immediate-past presidents of local PTA groups. Except perhaps for the students, who added an important and unique perspective, all these people had considerable experience in schools.

The research team used the critical incident technique in their interviews (Flanagan 1954). To prepare for the interview, they sent letters to observers describing the eight characteristics and asking them to have in mind effective and ineffective principal behaviors that participants had observed that were related to each characteristic. Researchers defined an effective behavior as one that observers wished all principals would perform

under similar circumstances and an ineffective behavior as one that would cause someone to doubt the competence of anyone who did it repeatedly (or even once with some especially ineffective behaviors). "Ineffective" here did not mean just being benignly lacking in effectiveness, but rather actually being counterproductive in establishing the characteristic.

To link the behaviors with the characteristics of effective schools, interviewers began each interview by naming one of the eight characteristics and asking the observers to name effective behaviors that would promote or create that characteristic and ineffective behaviors that would harm or reduce that characteristic. The characteristics were presented in a different order in each interview as was the instruction to name effective or ineffective behaviors. The research team attempted to identify eight effective behaviors and eight ineffective behaviors for each characteristic, but not all interviews generated that many observations.

Double Checking the Categories

After the interviews, the research team reviewed the behaviors and discarded any that appeared to be trait descriptions (rather than behavioral descriptions) or any that appeared unique to a particular school. Because this was a pilot study intended to identify behaviors that fit into a proposed theoretical model, they did not attempt here to verify the effectiveness or ineffectiveness of any particular behavior.

The researchers' next objective was to make sure that they had not merely created a list of miscellaneous successful behaviors but had instead compiled behaviors that several experts believed would produce the characteristics of effective schools. The researchers wanted to make sure that the linkage between behavior and school characteristic was agreed upon by several experts. At the same time, they wanted to achieve some consensus about the effectiveness or ineffectiveness of the behaviors.

The observers had first been given a characteristic and asked to think of effective or ineffective behaviors that created or destroyed it. The researchers wanted to verify the logic of their judgments by looking at behaviors first and sorting them by characteristic and by effectiveness. Each behavior description was written on a separate card, and then the cards were sorted by each member of the research team according to that person's own belief about which characteristic they were related to and their effectiveness. The cards were also sorted by a group of experts that included a superintendent, an assistant superintendent, an elementary principal, a teacher, and a high school administrator, who worked individually.

When the process was completed, every behavior had either seven or eight independent judgments about its effectiveness and about which characteristic it was associated with. The researchers retained behaviors when six of those judgments agreed--335 behaviors in all.

The Behaviors

The observers, researchers, and experts agreed on the characterization of 133 ineffective behaviors and 202 effective behaviors. All the effective and ineffective behaviors for each characteristic are listed in Appendix A. Because there was such a large number of effective and ineffective behaviors, the researchers divided these behaviors into subcategories that allowed them to generalize about effective principal behavior. A display of all subcategories of behaviors is found in Figure 2.

The goal of this pilot study was to identify some specific principal behaviors that might be linked with particular characteristics of effective schools, not to demonstrate empirically the effectiveness or ineffectiveness of such behaviors. Nevertheless, the resulting set of effective behaviors suggest actions that principals might take to improve their schools'

FIGURE 2: EFFECTIVE AND INEFFECTIVE BEHAVIORS OF SECONDARY SCHOOL PRINCIPALS LINKED WITH SCHOOL EFFECTIVENESS

Characteristic 1: School-Wide Measurement and Recognition of Academic Success

Effective Behaviors

A. Makes special efforts in addition to regular ongoing systems to give high quality recognition for academic achievement.

B. Sets up ongoing systems to provide recognition of academic success.

C. Encourages the use of standardized testing for student academic performance.

D. Gives personal recognition to individual students for their specific academic achievements.

Ineffective Behaviors

A. Mishandles student recognition.

B. Ignores or misuses standardized tests.

Characteristic 2: Orderly and Studious Environment

Effective Behaviors

A. Enforces discipline personally with students.

B. Establishes and enforces a clear code of conduct regarding rules such as attendance and absence policies.

C. Provides support and back-up for enforcement of discipline.

D. Assigns staff and resources to confront violation of established rules.

Ineffective Behaviors

A. Permits student behavior that creates disorderly environment and disrupts classroom time.

B. Enforces discipline in a weak or inappropriate manner.

C. Does not establish and enforce a clear code of conduct including attendance and absence policies.

D. Avoids enforcement of discipline and promotion of a studious atmosphere.

Characteristic 3: High Emphasis on Curriculum Articulation

Effective Behaviors

A. Ensures scope and sequence exists and is being adhered to.

B. Demonstrates knowledge and interest in each curriculum.

Ineffective Behaviors

A. Does not ensure scope and sequence exists and is being adhered to for each curriculum.

B. Does not provide administrative support for curriculum problems.

Characteristic 4: Support for Instructional Tasks

Effective Behaviors

A. Supports teacher decisions and needs with action.

B. Provides atmosphere and resources to complete staff instructional tasks.

Ineffective Behaviors

A. Denies teachers supplies and resources through misadministration.

B. Displays a lack of confidence and respect for teachers.

C. Makes unreasonable demands on teachers outside of teaching responsibilities.

Characteristic 5: High Expectations and Clear Goals for the Performance of Students

Effective Behaviors

A. Encourages students to pursue challenging academic goals.

B. Establishes school-wide academic requirements.

C. Expects counseling programs to challenge students.

D. Sets instructional standards for teachers.

Ineffective Behaviors

A. Minimizes importance of academic achievement in discussions with students.

B. Does not set specific goals for student performance.

C. Allows students to get by with unchallenging student academic schedules.

Characteristic 6: Collaborative Planning with Staff

Effective Behaviors

A. Listens actively to staff and faculty ideas and creates opportunities for staff to express ideas.

B. Provides resources and a supportive environment for collaborative planning.

C. Establishes school-wide goals and programs through staff input and participation.

D. Staffs committees with representatives from all sides.

Ineffective Behaviors

A. Avoids staff involvement in decisions or discussions.

B. Provides little or no feedback after meetings.

C. Does not provide resources or support for collaborative planning.

Characteristic 7: Instructional Leadership for Teachers

Effective Behaviors

A. Takes an active role in planning, conducting, implementing, and evaluating inservice training.

B. Provides direction and support for individual teachers to eliminate poor instructional performance.

C. Provides direct instructional leadership in one-to-one interactions with individual teachers.

D. Makes sure specifics of each teacher's classroom performance are evaluated.

E. Hires an effective staff.

Ineffective Behaviors

A. Does not provide effective feedback on instructional skills.

B. Denies importance of inservice programs.

C. Does not provide adequate classroom evaluation.

D. Hires teachers without an emphasis on teaching performance.

E. Does not require teacher improvement.

Characteristic 8: Parental Support for the Education of Students

Effective Behaviors

A. Obtains active parental involvement in school activities.

B. Communicates personally with parents of individual students.

C. Informs parents of special programs and activities.

D. Interacts directly with parents and citizens to promote the school.

E. Establishes direct personal contact between parents and teachers.

Ineffective Behaviors

A. Avoids interpersonal communication with parents.

B. Communicates in a manner that will make parents angry or feel negative toward the school.

C. Discourages parental involvement.

D. Succumbs to nonacademic special interest groups.

E. Does not meet with parents on positive topics.

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effectiveness, and the ineffective behaviors suggest actions that principals might well avoid. The researchers believe that the identification of these behaviors is an important step in transforming the term "principal leadership" from something vague and amorphous to a meaningful and useful term.

Characteristic 1: School-Wide Measurement and Recognition of Academic Success. Observers felt that there were many principal behaviors that clearly promoted or hampered this characteristic; it generated 35 effective behaviors and 9 ineffective behaviors.

These behaviors can be subdivided into four general categories: (1) makes special or unusual efforts to recognize academic success; (2) sets up ongoing systems to provide recognition of academic success; (3) encourages the use of standardized testing; and (4) gives personal recognition to individual students for specific academic achievements.

The first and most frequently mentioned group of behaviors encompasses principal efforts that are unusual or beyond those usually expected. It includes such things as bringing in outstanding speakers for the National Honor Society, displaying academic awards in the school trophy case, or attending a local organization's function held to honor students.

The second way to promote school-wide recognition of academic success, setting up ongoing systems to recognize success, includes such behaviors as arranging for regular publication of academic success stories in the community newspaper or planning regularly scheduled awards assemblies in all categories of students' performance.

The third group of behaviors included the acceptance, usage, promotion, and dissemination of standardized testing data. Convincing staff that general ability tests are important and encouraging standardized testing in subject areas are two such behaviors. This area represents an opportunity

for principals to demonstrate that academic success is a high priority for them and that they believe the use of test data is important to the achievement of this recognition.

A final way to promote school-wide recognition of academic success is for a principal to give personal recognition to individual students. An example of behaviors in this category is presenting award certificates in person at the end of each grading period.

Only nine behaviors were recognized as particularly ineffective. (It should be remembered that by ineffective we mean somewhat more harmful than the usual meaning might imply.) They were summarized by two categories: (1) mishandling student recognition and (2) ignoring or misusing standardized tests. These behaviors are virtually the opposite of two of the categories of identified effective behaviors.

Characteristic 2: An Orderly and Studious School Environment. There were 28 effective and 16 ineffective behaviors relating to this characteristic of effective schools. The most numerous category of effective behaviors promoting this characteristic were those that could be summed up as "becoming personally involved in student discipline." These behaviors included such actions as personally presenting rules at an orientation convocation, personally confronting students who are "goofing off" in a study hall, and being frequently visible in all parts of the building.

Other behaviors that can promote an orderly school environment are those that establish or enforce a clear code of conduct regarding attendance and absence policies. These would include instituting computerized tabulation and reporting of attendance for each class period or creating a few comprehensive, easily understood rules.

Several more behaviors deal with the support of disciplinary policies or actions. Making suspensions "stick" or providing a suspension room are

ways that principals can provide disciplinary back-up.

It is not enough, however, to establish, enforce, and support a discipline system. Important behaviors were identified that had to do with organizing staff and resources to implement the discipline policy. These behaviors include calling in police when necessary, designating counselors for problem students, and assigning staff to problem areas.

To summarize the behaviors promoting an orderly environment, it appears important to (1) enforce discipline personally, (2) establish and enforce clear attendance and absence policies, (3) provide support and back-up for enforcement of discipline, and (4) assign staff and resources to confront rule violations.

The researchers identified sixteen ineffective behaviors. They were divided into four general groups: (1) permitting behavior that creates a disorderly environment and disrupts classroom time, (2) enforcing discipline in a weak or inappropriate manner, (3) failing to establish or enforce a clear code of attendance and absence policies, and (4) being unwilling to enforce discipline.

Those behaviors of principals that were deemed ineffective appeared to be the direct opposite of behaviors the researchers considered effective. The most numerous behaviors were those that allowed disruptive behavior, such as excusing students to go shopping or allowing students to write graffiti on walls. Only one of the permitted behaviors violated an actual rule or policy (swearing at a teacher), but the rest offended the sensibilities of the observers, researchers, and experts. There appeared to be a shared recognition among them that it is ineffective for principals to permit certain behaviors that, although not officially designated as misbehaviors, seem clearly to be undesirable.

The behaviors summarized under enforcing discipline weakly or

inappropriately include not expelling frequently suspended students, or saying merely "Nobody talks like that," when a student uses a four-letter word.

Failure to establish a clear code of conduct includes such actions as developing a code of conduct that is nothing more than a laundry list of "dos" and "don'ts," and claiming a rule exists that does not. It appears ineffective not to establish behavioral norms in the minds of students and staff.

The final type of ineffective behavior for promoting school order is the unwillingness of principals to enforce discipline. Behaviors that were identified here include walking out of unruly assemblies or disregarding rowdy students in a lunchroom. It appears ineffective for principals to avoid confronting misbehavior.

Characteristic 3: High Emphasis on Curriculum Articulation. With only nine behaviors, this characteristic was one of two that elicited the fewest behaviors. The effective behaviors can be summarized by three general categories: (1) ensuring that the school has a scope and sequence and that these are being adhered to, (2) expecting teachers to be aware of the school's various curricula, and (3) demonstrating knowledge of and interest in each curriculum. Most of the first type of behaviors describe the principal's role in the creation of scope and sequence of curricula, although one behavior involves ensuring that particular teaching content lies within the scope and sequence. Through the second set of behaviors principals acquainted staff with other curricula (such as scheduling meetings in different classrooms to allow teachers to see what is going on in other clases). The third type of behavior includes articulating the purpose of each curriculum to the community and attending workshops on new curricula. One possible reason few behaviors were mentioned in this area is that

principals work through staff to implement curricula and therefore such behaviors might have been classified under other characteristics such as collaborative planning or instructional leadership.

The ineffective behaviors regarding curriculum articulation are not only the opposites of the effective behaviors, but also include some very different types of behavior. The eight ineffective behaviors can be grouped under two general headings: (1) neglecting to ensure that a scope and sequence exists and (2) not providing administrative support for curriculum problems. The characteristic is weakened if the principal refuses to allow programs that he or she is not personally interested in or if staff are permitted to violate an established scope and sequence.

Lack of administrative support includes such behaviors as failing to integrate the departmental program with the whole school program, or delegating curriculum responsibility without authority. Once again, the small number of behaviors listed here suggest that principals do not frequently address curriculum problems directly but rather through department heads, teachers, and district staff.

Characteristic 4: Support for Instructional Tasks. One might expect more behaviors than the nine listed under this characteristic, since it appears to have such a direct relationship to academic achievement. In fact, observers initially listed 55 behaviors under this characteristic, but only nine were retained by researchers and experts as being clearly relevant to this characteristic alone. The nine behaviors were divided into two general groups: (1) responding to teacher decisions and needs with direct actions (such as defending a teacher who is criticized) and (2) providing atmosphere and resources that help staff complete instructional tasks (such as providing extra pay for after-hours planning sessions).

Few ineffective behaviors were classified under this characteristic.

Three general areas sum up the 10 ineffective behaviors that were identified: (1) denying teachers supplies and resources by misadministration (such as limiting use of the copier to classified staff only), (2) displaying a lack of confidence and respect for teachers (such as not allowing teachers to have keys to the building), and (3) making unreasonable demands on teachers outside of teaching responsibilities (such as inconsiderately scheduling deadlines). Principals who exhibit these behaviors were viewed as obstructing the task of teaching.

Characteristic 5: High Expectations and Clear Goals for Student Performance. The behaviors listed under this characteristic not only convey high expectations to students, teachers, and counselors but also serve to create systems to achieve those expectations. The 20 behaviors were divided into four general categories: (1) personally or directly encouraging students to pursue challenging academic goals (such as encouraging students to take difficult courses), (2) establishing and emphasizing school-wide academic requirements (such as establishing a "proper English requirement" for papers in all classes), (3) expecting and supporting counseling programs that challenge students (by such behaviors as having counselors identify incoming sophomores capable of going on to college), and (4) setting instructional standards for teachers (such as insisting that teachers teach a full 50 minutes).

The ineffective behaviors are the opposites of the effective behaviors: students are not challenged in conversations with the principal (who asserts such things as "Athletes don't need to worry about grades"); the principal does not set specific goals for high school performance; and the principal allows unchallenging academic schedules (such as two or three periods of physical education).

Characteristic 6: Collaborative Planning with Staff. The 19

effective behaviors contributing to this characteristic are summed up by four general types of behavior: (1) listening actively to staff and faculty ideas and creating opportunities for staff to express ideas, (2) providing resources and a supportive environment for collaborative planning, (3) establishing school-wide goals and programs through staff input and participation, and (4) staffing committees with representatives from all sides. These behaviors make collaborative planning possible and support it after it is established.

The 14 ineffective behaviors that impede this characteristic fall into three general categories: (1) avoiding or limiting staff involvement in decisions or discussions, (2) providing little or no feedback or response, and (3) providing no resources or support for collaborative planning.

Characteristic 7: Instructional Leadership. Since instructional leadership is such a broad term and encompasses so many different activities, it is no wonder that this characteristic seemed to be supported by so many behaviors. The 38 specific effective behaviors are described by five general headings: (1) taking an active role in staff development activities by encouraging teachers to participate and use what they have learned, (2) improving the instructional performance of teachers and eliminating poor instructional performance, (3) providing direct instructional leadership in one-to-one interactions with individual teachers, (4) making sure the specifics of each teacher's classroom performance are evaluated, and (5) hiring an effective staff.

The largest number of behaviors relates to staff development of teachers. These behaviors range widely from a principal giving an individual teaching demonstration to a principal disseminating information about workshops or conferences. Behavior of the second type, efforts related to the improvement of teaching and the elimination of poor instructional

performance, also range widely from evaluating and terminating an incompetent teacher to assigning effective teachers to work with weaker teachers. The third general category of behavior is similar to the first two but describes one-to-one interactions that occur between principals and teachers, such as sending a personal note to a teacher about instructional matters or modeling behavior for a teacher having problems teaching. The fourth type of behavior supports the hiring of an effective staff.

The ineffective behaviors that hamper instructional leadership also are extensive, suggesting that the characteristic is conceptually clear. They correspond with but are not the direct opposite of the effective behaviors. These 26 behaviors are summed up by five general categories: (1) not providing effective feedback on instructional skills, (2) not recognizing the importance of inservice programs, (3) providing inadequate teacher evaluation, (4) not emphasizing good teaching performance when hiring, and (5) not emphasizing teacher improvement.

Characteristic 8: Parental Support for the Education of Students. This characteristic, which involves communication with parents, generated more behaviors (44) than any other characteristic. The 44 behaviors are described by five general classes of behaviors: (1) obtaining active involvement in school activities; (2) communicating personally with the parents of individual students; (3) informing all parents of special programs and activities; (4) interacting directly with parents (and other citizens) to promote the school; and (5) establishing direct personal contact between parents and teachers.

The first type of behavior encourages parental involvement in such activities as writing articles for monthly newsletters, serving as volunteer supervisors in the cafeteria during lunchtime, or participating in a parent-student swap day. The other types of behaviors involve communicating

positive as well as negative feedback to parents about their children's academic performance and special events, or ensuring that staff communicate directly with parents through newsletters or counseling programs.

The ineffective behaviors listed under "Parental Support" were the highest percentage (78.4 percent) of ineffective behaviors confirmed by recategorization within the same characteristic. These 40 behaviors were condensed into five subcategories: (1) avoiding interpersonal communication with parents; (2) communicating in a manner that will make parents angry or feel negative toward the school; (3) discouraging parental involvement; (4) succumbing to nonacademic special interest groups; and (5) avoiding meeting parents at social or civic functions.

The types of behavior related to this characteristic suggest that the principal has no agenda for promoting parent involvement, no network set up that could carry it out, and no means or inappropriate means for implementing an agenda or using a network.

Four of the types of behaviors refer to the opposites of the effective behaviors, but (4) describes a unique type of behavior -- succumbing to nonacademic special interest groups. In this particular case, parental involvement is actually detrimental to the academic agenda of the school.

Unclassified Unanimous Behaviors

In addition to the 335 behaviors discussed above, a group of 167 behaviors were unanimously agreed to be effective by observers, experts, and researchers, but elicited disagreement about which characteristic they should be classified under. Most of these behaviors were complex and could logically be classified under two or even more than two characteristics.

For example, the research team characterized one group of 21 such behaviors as "taking visible action to address faculty and staff concerns and

problems." Because many behaviors in this group concerned listening to faculty suggestions for what should be going on in the school, they logically promoted Characteristic 6, Collaborative Planning with Staff; but since many also concerned acting on or implementing these plans, they related to Support for Instructional Tasks (Characteristic 4), Instructional Leadership (Characteristic 7), Parental Involvement and Support (Characteristic 8), and other characteristics.

Similarly, there were 138 unclassifiable behaviors that observers, experts, and researchers unanimously agreed were ineffective. A number of these behaviors related to taking action in certain specific areas without teacher input. This group of behaviors affected Characteristic 6, Collaborative Planning with Staff, but also because the specific areas (like curriculum articulation, school rules, or evaluation systems) were also related to other characteristics, the behaviors could not be classified under Characteristic 6 alone.

We list all these unanimous unclassified behaviors in Appendix B with a listing of the characteristics to which they were assigned. It is important they not be eliminated from the results of the study simply because they can be classified under more than one characteristic. Many behaviors (outside as well as inside schools) are complex and affect many different things, but complexity does not negate effectiveness. Neither are the distinctions between the characteristics negated or blurred merely because some behaviors affect more than one characteristic. These behaviors were unanimously agreed to be effective or ineffective and for this reason alone deserve attention.

Conclusion

The behaviors collected in this pilot study are a comprehensive list of effective and ineffective principal behaviors. The value of this compilation lies particularly in its linkage with important characteristics of effective schools. Taken as a whole they suggest the role of the principal in creating those characteristics.

This extensive list of behaviors can be an important contribution to school effectiveness research. It is the first step in identifying which principal behaviors create the school characteristics that determine student achievement. It has implications for training and development progams; for the selection, placement, and evaluation of principals; and, finally, for professional development of principals interested in becoming more effective.

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APPENDIX A

EFFECTIVE AND INEFFECTIVE BEHAVIORS OF SECONDARY SCHOOL PRINCIPALS LINKED WITH SCHOOL EFFECTIVENESS

Characteristic 1: School-Wide Measurement and Recognition of Academic Success

Effective Behaviors

A. Makes special or unusual efforts to give high quality recognition for academic achievement.

1. Arranges outstanding speakers for a meeting of the National Honor Society.
2. Requires the student body to attend an annual awards assembly.
3. Places academic awards (e.g., debate trophies) in the school trophy case.
4. Attends functions held by local organizations (e.g., churches, community groups) to honor students.
5. Mails a report showing the high school has top SAT scores to parents, Rotary, staff.
6. Presents the student body with outstanding excellence trophy in the presence of the State Superintendent of Schools.
7. Recognizes scholarships at a general assembly.
8. Announces scholarship awards of graduating seniors.
9. Announces scholarship awards in monthly letter to all patrons.
10. Sends the list of high performing students (honor list) to the newspaper with a personal letter asking that it be published.
11. Puts student successes in a student newspaper, announcement, newsletter, or billboard.
12. Announces National Merit finalists over the intercom and in convocation.
13. Recognizes special projects in the city newspaper.
14. Purchases a one page newspaper ad paid for by staff to announce awards.
15. Uses charts to compare historical patterns of achievement levels in the high school to national levels.
16. Gets TV reporters out to cover high school successes.

B. Sets up ongoing systems to provide recognition of academic success.

1. Sets up a network for reporting academic success stories to the media. Also arranges for a reporter to come to school to discuss stories.
2. Meets with the city editor to set up regular means of getting academic success stories printed.
3. Plans regular awards assemblies in all categories of students' performances.
4. Requests annual scholarship awards at a Rotary dinner.
5. Has teachers submit student achievement on a weekly basis (e.g., principal selects "the best" student-developed community health booklet to give special recognition.)
6. Emphasizes the awards banquet.
7. Has local businesses regularly offer a prize for doing well academically (e.g., gift certificate, dinner).
8. Plans annual insert for the high school graduation program to announce scholarships, awards, etc.
9. Places special education students' names on the honor roll.
10. Publishes annual report of academic achievement that is mailed to students' homes.

C. Encourages the use of standardized testing for student academic performance.

1. Establishes a process to evaluate and measure student achievement.
2. Passes out information on SAT scores.
3. Convinces staff that district general ability tests are important yardsticks of student performance.
4. Pushes standardized testing for subject area tests.
5. Compares grades with computer test scores administered by the state (e.g., 44 percent of seniors have As, but class test scores are at the 55 percent quartile).

D. Gives personal recognition to individual students for their specific academic achievements.

1. Recognizes a state runner-up vocational student as much as a presidential scholar.
2. Uses honor society students for school visitation or organizing activities.
3. Presents certificates of award in person at the end of each grading period.
4. Pays for a continental breakfast for successful students out of the budget.

Ineffective Behaviors

A. Mishandles student recognition.

1. Is confused about the purpose of an academic award during an award ceremony.
2. Does not publicize excellence in vocational education.
3. Does not know about a student's effort to achieve award while presenting it.
4. Recognizes brilliant students and alienates them from peers by comparing other students to them.
5. Says "I hate to single kids out for recognition; they're no better than anyone else."

B. Ignores or misuses standardized tests.

1. Ignores standardized test results because "they don't predict."
2. Does not have a testing program.
3. Uses standardized scores alone to compare schools.
4. Does not use standardized tests to determine patterns such as declining grammer scores.

Characteristic 2: Orderly and Studious School Environment

Effective Behaviors

A. Enforces discipline personally with students.

1. Explains rules of conduct in person at an orientation convocation.
2. Is responsible for making the final decision about which students are not allowed to graduate.
3. Is visible in all parts of the building and campus.
4. Gives reasons for rules (for example, why no parking in an area close to the school) along with rules.
5. Attends an expulsion hearing.
6. Tells kids what is expected during an upcoming assembly; praises them in advance for being orderly.
7. Eats lunch with students in the cafeteria.
8. Personally confronts kids who are "goofing off" in a study hall.
9. Stops and talks to a student personally about an excuse for being absent after overhearing conversation between student and office worker.
10. Chats with students who happen to be in the outer office.
11. Calls kids into the office one at a time to learn about a group incident.

B. Establishes and enforces a clear code of conduct regarding rules such as attendance and absence policies.

1. Publishes the guide book for "code of conduct" (including absences) for students.
2. Makes "a few critical rules" regarding attendance.
3. Has school rules regarding attendance posted in hallways.
4. Writes an attendance plan that allows a clear response for reporting absences.
5. Has staff call home after first two periods absence.
6. Reviews changes in absence and tardy policy.
7. Uses a computer program to inform counselors immediately about absent students for each class period during the day.
8. To give students maximum time in class, establishes a rule that vice principals must go to a student's classroom to talk about discipline problems, rather than having the student go to the vice principal's office.

C. Provides support and back-up for enforcement of discipline.

1. Makes suspension stick.
2. Enforces progressive discipline.
3. Refers to "bad behaviors" of kids without labeling them as "bad kids."
4. Sets up an in-school "suspension room" for disciplining problem students.
5. Brings in experts to teach teachers how to deal with disruptive students.

D. Assigns staff and resources to confront violation of established rules.

1. Calls police to break up a fight when the staff can't control fights in the school.
2. Sets up a counseling for problem students and follows up with counselors.
3. Schedules administrators to rotate "hall sweeps" duty to find kids out of class.
4. Assigns supervision to an area where kids are "goofing off" during the school day.

Ineffective Behaviors

A. Permits student behavior that creates disorderly environment and disrupts classroom time.

1. Allows students to be absent to go shopping.
2. Allows kids to write a large amount of graffiti (because walls are going to be remodeled anyway).
3. Has students with unexplained absences come to the office all at the same time, first hour (so that students miss class while waiting to see the principal).
4. Schedules special 2-day exams for students because "they are too wild to do anything else at the end of school."
5. Punishes students who are swearing at teachers only by giving verbal reprimand.

B. Enforces discipline in a weak or inappropriate manner.

1. Responds merely "nobody talks like that" when hears a four-letter word from a student in a heterogeneous SES district where such talk is common in the home.
2. Says to class, "Watch that kid in the third row -- if if pulls a knife, let me know."
3. Does not terminate frequently-suspended students with behavior problems.
4. Refuses to listen to reasons for apparent breaking of rules.

C. Does not establish and enforce a clear code of conduct including attendance and absence policies.

1. Turns down student council initiatives for dealing with problems such as cutting class and general absenteeism.
2. Claims a rule exists that, in fact, does not.
3. Develops a code of conduct that is nothing more than a laundry list of "dos" and "don'ts."
4. Does not establish rules about office phone usage, hall passes, excusable absences.

D. Avoids enforcement of discipline or promotion of a studious atmosphere.

1. Refuses to deal with disruptive students.
2. Walks out of graduation practice when students are unruly.
3. Overlooks rowdy kids in the lunchroom.

Characteristic 3: High Emphasis on Curriculum Articulation

Effective Behaviors

A. Ensures scope and sequence exists and is being adhered to.

1. Meets with all elementary and junior high schools feeding into the high school to write grades 1-12 scope and sequence programs.
2. Talks the district superintendent into adopting a scope and sequence procedure developed by a high school history teacher for the history curriculum.
3. Prepares written scope and sequence programs for the entire twelve grades so that grades 9-12 mesh with grades 1-8.
4. Checks to see if what is being taught in the departments is within the K-12 scope and sequence.
5. Publishes a curriculum guide.

B. Expects teachers to be aware of the school's various curricula.

1. Rotates meetings to different classrooms so curriculum in each area can be reviewed by all teachers.
2. Requires teachers to know the course curriculum guide statement.

C. Demonstrates knowledge and interest in each curriculum.

1. Articulates the purpose of each curriculum to the community at board meetings, public meetings, etc.
2. Attends principal workshops on new curricula.

Ineffective Behaviors

A. Does not ensure scope and sequence exists and is being adhered to for each curriculum.

1. Refuses to allow programs in the humanities the principal isn't interested in.
2. Refuses to meet with feeder building principals on curriculum articulation.
3. Decides on curriculum on the basis of what is best for the high school only.
4. Does not insist that staff follow the established K-12 scope and sequence curriculum.
5. Does not establish a scope and sequence for curriculum in K-12.

B. Does not provide administrative support for curriculum problems. (3)

1. Does not try to integrate the departmental program to the whole school program.
2. Delegates curriculum development to the vice principal without decision-making authority.
3. Refuses to offer a requested advanced course because of fear of future loss of interest by students.

Characteristic 4: Support for Instructional Tasks

Effective Behaviors

A. Supports teacher decisions and needs with direct action.

1. Supports a special education teacher's need for remodeling a classroom.
2. Listens intently to teacher complaints as evidenced by clearing desk of other work, taking notes, and paraphrasing and giving feedback.
3. Defends a teacher who is criticized for a perceived wrong in a classroom.
4. Supports teachers in a conflict over grades.
5. Responds immediately to a call from a teacher when the vice principal is absent.

B. Provides atmosphere and resources to complete staff instructional tasks.

1. Provides extra duty pay for after hours planning.
2. Sets up a committee of teachers to plan ways to have fewer interruptions in the school day.
3. Is not a "nitpicker" about staff performance.
4. Pushes the district superintendent to provide grant money under Title IV.

Ineffective Behaviors

A. denies teachers supplies and resources through misadministration.

1. Allows teachers to use aids for noninstructional tasks only, such as taking attendance.
2. When experienced teacher asks for a budget increase for the first time, replies, "wait until next year and budget for it then."
3. Tells teachers that if they were prudent they wouldn't need to request new supplies.
4. Gives out supplies money on a first come first served basis rather than on the basis of priorities.
5. Restricts use of the copier to classified staff; requires requisition for any supplies, such as yellow tablets.

B. Displays a lack of confidence and respect for teachers.

1. Displays lack of confidence in a teacher who is involved in a dispute about grading with a parent.
2. Remarks, "Oh yes, (biology teacher) is off playing in the fields again."
3. Does not allow teachers to have keys to the buildings.

C. Makes unreasonable demands on teachers outside of teaching responsibilities.

1. Assigns more than one extra coaching duty to a relatively new teacher.
2. Schedules time deadlines without consideration of other demands, such as asking for curriculum revision to be turned in about the same time grades are due.

Characteristic 5: High Expectations and Clear Goals for the Performance of Students

Effective Behaviors

A. Encourages students to pursue challenging academic goals.

1. Provides extra academic work for an outstanding student without embarrassing the student in front of peers.
2. Encourages the students to take highly challenging courses.
3. Encourages students to compete in academic or other contests.
4. Asks existing students to instruct new students on the high expectations of the school.
5. Frequently mentions the high academic standing of the school in addressing students.
6. Gives an inspirational talk to students at a meeting at the beginning of the school year. Tells students "you can perform and must perform."
7. Explains academic goals of the school to students at the beginning of every year.

B. Establishes school-wide academic requirements.

1. Insists that seniors attend school all day, even if they only need to attend half days to meet minimum graduation requirements.
2. Institutes a "Mastery" program in which students can repeat classes for credit to allow them to master a subject in which they had received a low pass.
3. Establishes English requirement for seniors.
4. Establishes "a proper English requirement" whereby students in all classes must turn in papers with correct grammar and writing. Had English teachers provide inservice to all staff regarding standards.
5. Does not pass students who do not pass minimum competencies.
6. When high school wins the state football championship principal tells media "We must keep our priorities straight, adademics should receive more emphasis."
7. Sets goal to improve student attitudes toward the qualify of the school.

C. Expects counseling programs to challenge students.

1. Has art classes prepare posters depicting the counseling goal of the year.
2. Publishes a document called "so you want to go to college."
3. Identifies incoming sophomores capable of going on to college.
4. Guides incoming sophomores into challenging courses.

D. Sets instructional standards for teachers.

1. Requires a minimum of one instructional goal per year for each teacher relating to student performance.
2. Expects teachers to teach a full 50 minutes.

Ineffective Behaviors

A. Minimizes importance of academic achievement in discussions with students.

1. Tells students that all they need is to graduate with a high school diploma.
2. Tells athletes not to worry about grades.
3. Tells student he had "either improved or lucked out on grades."
4. Criticizes increased academic standards of the State Board of Higher Education.
5. Does not encourage students to take the SAT test.
6. Establishes an overt policy stating that the importance of grades needs to be de-emphasized.

B. Does not set specific goals for student performance.

1. Does not set goals for student performance.
2. Only talks about learning expectations in generalities, e.g., "We're going to be the best high school in the state."

C. Allows students to get by with unchallenging student academic schedules.

1. Allows kids to take two or three periods of physical education in a 7-period day.
2. When school day changes from 6 to 7 periods, does not change graduation requirements. (i.e., number of credits needed to graduate)

Characteristic 6: Collaborative Planning with Staff

Effective Behaviors

A. Listens actively to staff and faculty ideas and creates opportunities for staff to express ideas.

1. Listens actively to staff and faculty ideas.
2. Listens to staff member who is critical of principal activities deemphasizing career education.
3. Sets up planning sessions to discuss learning ideas with staff.
4. Elicits staff learning ideas at staff meetings.
5. Says "I'm making the decision but I want your input."
6. Meets with area coordinators and assistant principal every other Wednesday morning.
7. Attends planning meetings.
8. Reviews administrative staff decision with teachers yearly.

B. Provides resources and a supportive environment for collaborative planning.

1. Provides off-site premises, time, supplies and a supportive environment for collaborative planning.
2. Schedules planning meetings at end of each year.
3. Provides faculty in the same disciplines the opportunity to work on class preparations at the same time.
4. Provides release time to allow the entire staff to plan how to deal with a problem.
5. Asks for volunteers for extra duty.

C. Establishes school-wide goals and programs through staff input and participation.

1. Uses staff recommendations.
2. Establishes steering committees to prevent scheduling conflicts in spring activities.
3. Establishes school-wide instructional goals with the collaboration of staff (e.g., raising reading scores; adding three social studies courses)
4. Has teachers advocate department curriculum other than their own for budget expenditures before building's academic council (steering committee)

D. Staffs committees with representatives from all sides.

1. Staffs advising program steering committee with teachers who are critical and supportive of the program.
2. Includes critics in the steering committee.

Ineffective Behaviors

A. Avoids staff involvement in decisions or discussions.

1. Writes several drafts of new policy without showing them to the staff.
2. Makes decision on occupational six-week courses before giving them to the staff.
3. Selects instructional materials without involving the faculty.
4. Decides what training programs would be good for teachers without teacher input.
5. Dismisses Monday morning administration meeting at 8:15 after trivial discussion, jokes, and coffee.
6. Announces changes without a steering committee.
7. Makes all department assignments without consulting the department heads.
8. Is not involved in the staff's decisions to follow the school-wide plan.
9. Says "Let's not talk about that now" when certain issues are brought up at staff meetings.
10. Says "I can't tell you about this right now" in response to questions.

B. Provides little or no feedback after meetings.

1. Does not send minutes of faculty meetings to aides.
2. Does not communicate important issues (e.g., plan to purchase new textbooks; computer scheduling) after district-wide meeting.
3. Does nothing in response to suggestions and comments.

C. Does not provide resources or support for collaborative planning.

1. Does not provide resources for collaborative planning (e.g., time, space, supplies)

Characteristic 7: Instructional Leadership

Effective Behaviors

A. Takes an active role in planning, conducting, implementing, and evaluating inservice training.

1. Demonstrates teaching in front of the faculty.
2. Personally instructs teachers in particular instructional techniques.
3. Supports teacher requests for inservice programs.
4. Disseminates information on Advanced Placement teacher workshops.
5. Sends teachers fliers about conferences in their subject areas.
6. After staff development program, knows what the leader proposed and sees if teachers are using it.
7. Reads the teacher evaluations of inservice training and talks with teachers about them.
8. Personally teaches an instructional strategy course required for all new teachers.
9. Teaches one class one term per year.
10. Provides a 2-hour inservice program after school on microcomputers and other curriculum.
11. Attends a teacher training program along with the building staff.
12. Plans a staff development program that involves the principal.

B. Provides direction and support for individual teachers to eliminate poor instructional performance.

1. Assigns effective teachers to work with weaker.
2. Redirects teachers to take courses for development in areas they need instead of areas they merely enjoy.
3. Sets as the goal for a department head the development of a new teacher's instructional skills.
4. Sets up a plan for teacher improvement.
5. Evaluates and ultimately terminates an incompetent tenured (permanent) teacher.
6. Convinces a teacher to take a leave of absence for a year to think about overcoming teacher burnout.
7. Recommends that an ineffective teacher attend a development program.
8. Hires a consultant to give individual attention to a music teacher who needs help.
9. Establishes as a norm teachers' visiting other outstanding teachers.
10. Establishes a formal network among the staff for sharing information on how to teach.

C. Provides direct instructional leadership in one-to-one interactions with individual teachers.

1. Sends personal notes to individuals on the staff.
2. Assists a teacher in a classroom lesson.
3. Sends a teacher specific material related to a topic covered during a class visit.
4. Discusses contemporary authors in the literature with individual teachers.
5. Models behavior for a teacher who is having problems teaching.
6. Delineates to a teacher the need to state specifically the objectives of a lesson.
7. Advises a new teacher about how the community feels about marriage and social problems to be taught in an upcoming class.

D. Makes sure specifics of each teacher's classroom performance are evaluated.

1. Has several teachers review a teacher at different times.
2. Sets up a formal evaluation of all teachers' classroom performance by the principal or assistant principal.
3. Arranges for a university team to sit in on a teacher's class when there is controversy over the teacher's effectiveness.
4. Identifies ineffective teachers from the class dropout rate, low enrollments, and student feedback.
5. Visits each teacher's class during each period over the course of a year.
6. Makes notes on classroom behavior (such as who's on task or how many students are called on) during classroom visits.
7. When evaluating a teacher, stays in the class from bell to bell.

E. Hires an effective staff.

1. Hires different types of staff to reach all types of students.
2. Will not hire a person unless all references are contacted.

Ineffective Behaviors

A. Does not provide effective feedback on instructional skills.

1. When presented with a teacher's problem, the principal says "Yes that's a problem" but provides no additional feedback.
2. Uses fear of God first as a way of improving instructional skills.
3. Does not counsel a teacher about ineffective classroom behavior.
4. Is seldom available to meet with teachers; is gone too much from the building.
5. Does not provide techniques on how to break down a lesson plan.
6. Gives only positive feedback to poor performing teachers.
7. Tells teachers "I would have done it this way" without recognizing individual styles.
8. Tells teachers they need no guidance since they are excellent teachers.
9. Downgrades science instructors for mixing lecture and discussion.

B. Denies importance of inservice programs.

1. Asks "Why can't my staff just work in their rooms during inservice day?"
2. Defends people who do not attend inservice.
3. Does not provide specific training in instructional skills.
4. Does not respond to teachers' evaluation of their inservice training.
5. Tells a counselor that it's a waste of time to attend a national conference with outstanding speakers held in the local area.
6. Does not promote inservice activities because of the feeling that the staff already is professional.
7. Insists that an inservice program is not worthwhile.
8. Spends most instructional leadership time in principal's own preference area.

C. Does not provide adequate classroom evaluation.

1. Refuses, even when asked, to observe teachers in the classroom.
2. Uses checklist evaluation form -- writes no comments on evaluations.
3. Observes classroom activities for only 10 minutes in conducting evaluation.
4. Gives feedback on evaluation too late -- 7 days after teacher observation.

D. Hires teachers without an emphasis on teaching performance.

1. Has a policy of allowing teachers to fill vacancies on the basis of seniority.
2. Bends to the community and hires a popular person rather than the best candidate.
3. Avoids finding a math expert because of ignorance of math.

E. Does not require teacher improvement.

1. Allows teachers to become out of touch in their field (teachers are not encouraged to upgrade skills).
2. Does not initiate "plans of assistance" until they are to be used as the first step in a dismissal of a teacher (instead of at an early stage for development).

Characteristic 8: Parental Support for the Education of Students

Effective Behaviors

A. Obtains active parental involvement in school activities.

1. Asks parents on the parent advisory committee to write articles for the newsletter.
2. Provides materials and clerical support for a parent-teacher group.
3. Establishes a parent volunteer program to provide lunchtime supervision.
4. Schedules a parent-student swap day.
5. Forms a parent support group to meet principal needs.
6. Schedules a PTA meeting at the same time as the fall concert to increase attendance and interest in the PTA.
7. Creates a parent fundraising group to promote excellence in the school.
8. Sets up parent teams to help students schedule courses.
9. Gets parents involved in important curriculum meetings held by the school board.
10. Asks parents for assistance and money to set up a college preparation course (i.e., how to choose a college).
11. Obtains parental involvement in student government.
12. Sends parents a list of possible questions to ask teachers at parent teacher conferences.
13. Selects several parents and students to attend the parent advisory group.
14. Solicits parental involvement in goal setting.
15. Conducts door-to-door and telephone surveys to get feedback from parents.

B. Communicates personally with parents of individual students.

1. Sends thank you letters or notes.
2. Stops parents on the street to tell them that their children "did a neat thing."
3. Sends a thank you card or note to a parent and/or a student.
4. Calls the parents of students who are to receive awards.
5. Meets with a parent who comes in with no appointment.
6. Informs parents about student achievements.
7. Asks a parent, "What can we do to help your child?"
8. Tells parents that it is nice to work with their child.
9. Sets aside time to talk with parents of students having trouble.
10. Listens to family problems from parents or students.
11. Personally calls parents of students to attend an academic awards banquet.

C. Informs parents of special programs and activities.

1. Arranges for a school orientation program for parents of freshmen.
2. Arranges for evening meetings to explain the long-term curriculum plan to parents.
3. Keeps the board informed of the progress of parent-teacher committee meetings.
4. Establishes a "key communicator" program. Identifies key communicators in the community and holds meetings to give information for these people to pass on.
5. Meets with the parent advisory group and announces open meetings for parents.
6. Establishes a school "town forum"; invites parents to come talk with a panel of teachers.
7. Establishes and distributes a guide for parents to help students with studies at home.
8. Writes commentary in the newsletter to parents about report card results.

9. Has counselors put out newsletters monthly.
10. Sends monthly newsletters to parents announcing activities and student achievement.
11. Has parents of each high school freshman sign their child's curriculum.

D. Interacts directly with parents and citizens to promote the school.

1. Drives senior citizens who do not have children in school who want to attend parent/student swap day at high school.
2. Sits as "dunkee" at dunk tank in local carnival.
3. Attends booster club meetings.
4. Arranges for the Rotary Club to have a student come to lunch.

E. establishes direct personal contact between parents and teachers.

1. Provides a training program for teachers to prepare them to call each student's parents about success or problems at least once a year.
2. Requires teachers to call each student's parents at least once a year to discuss academic success or problems.
3. Establishes a program whereby teachers telephone parents (as opposed to writing home) to discuss student problems.

Ineffective Behaviors

A. Avoids interpersonal communication with parents.

1. Sends a complaining parent to a central office administrator (passes the buck).
2. To avoid talking with a parent, claims to be too busy.
3. Refuses an invitation to meet with concerned parents.
4. Establishes a rule that parents must call for an appointment at least 48 hours in advance.
5. Requires parents to make appointments before they enter the building.
6. Refuses to meet with parents who arrive late for a meeting.
7. Does not return a call from a parent.
8. Does not hold regular meetings with parents in the vocational education program.
9. Does not meet with a parent who demands to talk with a principal.
10. Does not meet with a group of mothers who want to talk about school curriculum.
11. Takes steps to "hide" from parents (e.g., has an unlisted phone number).
12. Tells a parent who demands to talk with the principal that only the assistant principal talks with parents.
13. Refuses appointments with parent groups.
14. Does not meet with an advisory group of parents.

B. Communicates in a manner that will make parents angry or feel negative toward the school.

1. Gives parents no say in the sex education curriculum.
2. Cuts off parents when they make suggestions.
3. Is openly critical of high divorce rates in a low socioeconomic status community.
4. Tells a student that the student's father should "stay at the mill and let me run the school."

5. Jokes about an issue viewed by parents as serious and moral.
6. "Fires a parting shot" at a parent standing in the main office.
7. Tells parents only what they want to hear.
8. Tells parents that the principal is more qualified than they are in a certain matter brought up at a PTA meeting.
9. Contacts parents for negative reasons only.
10. Tells a public representative that French, Spanish, and German will be important even though the district only wants one or two programs.
11. Sets up a meeting to resolve a dispute between parents and teachers but comes with no plan -- lets teachers and parents argue vocally.
12. Refuses to explain to parents why a teacher was discharged.

C. Discourages parental involvement.

1. Keeps parents in the dark about rules and requirements, curriculum, and behavior expectations.
2. Fails to disseminate information about outstanding school achievements into community the via board meetings, district newsletters, etc.
3. Appoints a PTA president who will discourage "go getter" PTA activity.
4. Forgets an appointment with PTA leaders.
5. Forgets things promised to local groups.
6. Does not support the vocational education curriculum with parents.
7. Schedules an academic activity to which parents are invited that conflicts with a sports activity.
8. When meets with the board to discuss community input, simply informs the board of community attitudes but does not act as an advocate of their views.
9. Asks parents not to visit classes because it might be too disruptive.
10. Rejects offer of volunteer help in policing halls and the parking lot.

D. Succumbs to nonacademic special interest groups.

1. Always fulfills the demands of special interest groups (such as athletic booster clubs).
2. Allows the booster club to be dominated by a single interest (such as football parents).

E. Does not meet with parents on positive topics.

1. Does not mingle with parents at school and civic functions.
2. Does not go to events that parents attend (e.g., symphony performance).

APPENDIX B

UNCLASSIFIED UNANIMOUS EFFECTIVE BEHAVIORS

A. Takes visible action to address faculty and staff concerns and problems.

1. Intervenes between PTA and teachers to solve conflict over space in school. (char. 2, 4, 6, 7, 8)
2. Arranges for visitations for advisory guide program. (char. 3, 4, 6, 8)
3. Circulates PTA questionnaire to teachers. (char. 5, 6, 8)
4. Communicates results of district meeting on team teaching, scheduling, etc., to the staff members. (char. 4, 6, 7)
5. Allows release time during day for planning. (char. 4, 6, 7)
6. Follows through on teacher ideas and reports back to teachers on thes ideas. (char. 4, 6, 7)
7. Identifies topics that bother staff and then assigns task force (e.g., traffic around school). (char. 4, 6, 7)
8. Tells teachers and staff, "We can guide this school system to do what we want to do." (char. 3, 6, 7)
9. Provides opportunities for teachers and staff to share ideas from conferences and meetings. (char. 4, 6, 7)
10. Establishes resource collection--sharing of information--groups information submmitted by teachers. (char. 4, 6, 7)
11. Includes critic and supporter in guide visit pairs. (char. 1, 6, 7, 8)
12. Sets up procedure to elect chair of department for one-year appointment. (char. 6, 7)
13. Checks with assistant principal to see what is going on in area when there is a question about the area. (char. 2, 3, 6)
14. Consistently follows up on faculty suggestions. (char. 4, 6)
15. Meets with administrative staff (two vice principals) Monday morning to plan the week. (char. 2, 4, 6, 7)
16. Holds staff meeting with all faculty once a quarter during their prep period on a high interest topic. (char. 4, 6, 7)
17. Involves staff in community awards assembly. (char. 1, 4, 6, 7, 8)
18. Hold workshops around the state about the school's advanced placement programs for the particular type of small high school. (char. 1, 2, 3)
19. Rotates departmental chairs to induce new ideas. (char. 6, 7)
20. Uses, incorporates collective ideas of staff and departments. (char. 3, 6, 7)
21. Publishes monthly bulletin to staff. (char. 2, 4, 6, 7)

B. Recognizes student academic achievements in hallway conversations, personal notes to parents, or personal counseling.

1. Asks if kids still like "Our Town" in English department. (char. 1, 2, 3, 5, 6, 7)
2. Includes himself in guide program for students. (char. 2, 5, 7)
3. Asks staff to name kids in sophomore class who are really improving in math. (char. 1, 4, 8)
4. Awards PTA scholarship personally and argues for its continuance. (char. 1, 2, 8)
5. Maintains responsibility for a student for the full four years as an advisor. (char. 2, 5, 7, 8)
6. Goes to students' homes to talk with parents. (char. 2, 7, 8)
7. Takes valedictorian and parents to dinner prior to commencement. (char. 1, 8)
8. Visits special education to encourage success to the students. (char. 1, 2, 5)

9. Writes letter to students who did well. (char. 1, 2, 5, 8)
10. Stops students in the hall to congratulate them on improved academic performance. (char. 1, 5)
11. Acknowledges students' accomplishments in the hall. (char. 1, 2, 5)
12. Calls students into the office to congratulate them on their grades. (char. 1, 3. 5)
13. At every school assembly, regardless of its purpose (e.g., a pep rally) the principal announces students who had received an academic award or honor and has students stand up. (char. 1, 5)
14. Comments with positive strokes to students who are trying but not being outstanding. (char. 1, 2, 5)
15. Calls students to the office for personal congratulations. (char. 1, 5, 8)
16. Personally congratulates certain good students at student council meeting. (char. 1, 5)
17. Writes personal notes for grade point averages at end of grading period. (char. 1, 5, 8)
18. Corresponds to students' home recognizing academic achievement. (char. 1, 5, 8)
19. Writes personal notes home to parents for an improvement in grades from one period to another. (char. 1, 5, 8)
20. Takes "home room" duty himself. (char. 2, 4, 5, 7)

C. Communicates with faculty and staff in a two-way dialogue that encourages openness and trust.

1. Asks how a program will affect kids; is it reasonable financially; will it have some educational value for the kids? (when reviewing teacher proposals). (char. 3, 5, 6, 7)
2. Listens to staff member who is concerned about the principal placing an excessive emphasis on graduation program. (char. 4, 6, 7)
3. Goes down to room to explain for understanding and acceptance of a class (teacher upset and wouldn't come to office). (char. 4, 6, 7)
4. Comments to teacher about feedback from students in the hallway (e.g., "I heard you talked about the Nixon White House tapes in history class."). (char. 4, 5, 7)
5. Listens to teachers and staff share a concern without conveying a feeling of intimidation. (char. 6, 7)
6. Listens to teachers on instructional matters. (char. 4, 6, 7)
7. Reads and studies the 8- to 10-page proposal/statement of a teacher who opposed new materials being considered. (char. 3, 4, 6)
8. Says good things about other teachers. (char. 4, 6)
9. Gives a "free flow response" with comments when staff comes in to brainstorm. (char. 4, 6, 7)
10. Engages in nonjudgmental discussions with faculty about instructional ideas. (char. 6, 7)
11. Explains that special fund is gone, but request will be considered first next year. (char. 3, 4, 6)
12. Uses body language to indicate listening. (char. 4, 6, 7)
13. Allows advisors' student counseling "guide" program to be flexible about teachers' emphasis during home visit. (char. 2, 6, 8)
14. Tells teacher immediately whether proposal is sound, or gives a "yellow light" or recommends it be modified because it's a luxury for student education. (char. 4, 6, 7)

D. Involves faculty and parents in cooperative efforts to expand curricula.

1. Discusses details of computer curriculum with staff to demonstrate interest, not

control. (char. 3, 5, 6, 7)

2. Sets up and regularly attends advisory committee meetings (committee is composed of staff) on curriculum matters. (char. 3, 6, 8)
3. Gives teacher's idea to conduct night school in a high drop out area to a parent'teacher advisory committee. (char. 3, 4, 6, 7, 8)
4. Sets aside days to do curriculum work by extended contract money. (char. 3, 4, 6)
5. Establishes a curriculum cabinet made up of teachers. (char. 3, 6, 7)
6. Gives extra days to plan new advanced placement program. (char. 2, 3, 4, 5, 7)
7. Combines departments into divisions (social studies, foreign languages; math/science, etc.) for program coordination. (char. 3, 6)
8. Grants extended contract days for curriculum development. (char. 3, 4, 6)
9. Gets release time and extended contract time for teachers to develop guide counseling program. (char. 2, 3, 4, 6)
10. When teachers react negatively to a program for gifted students, puts teachers and parents together to study what other districts are doing. (char. 3, 6, 7, 8)
11. Has four or five teachers visit other schools to evaluate the possibility of advanced placement programs. (char. 2, 3, 7)
12. Develops small groups of teachers for planning of curriculum. (char. 3, 6)

E. Demonstrates personal commitment and emphasis on advanced coursework and curriculum development.

1. Arranges for financial help to attend college. (char. 2, 5, 7, 8)
2. Visits high school graduates at state universities to see how well they are doing. (char. 1, 2, 3, 5, 7)
3. Explains to board that advanced placement courses are a good investment for the community and the school. (char. 2, 3, 5, 7, 8)
4. Writes letters to colleges to allow high school students into college courses. (char. 2, 3, 5, 8)
5. Attends curriculum meetings with teachers. (char. 3, 4, 6, 7)
6. Meets regularly with small planning groups of teachers on curriculum matters. (char. 3, 6, 7)
7. Leads needs assessment program for examining curriculum. (char. 1, 3, 6, 7)
8. Attends meetings about curriculum for new computers held with staff. (char. 3, 4, 6, 7)
9. Studies information about microcomputers to prepare school for microcomputers. (char. 3, 6, 7)
10. Discusses Latin programs at statewide principal meetings. (char. 3, 7)
11. Sits in on language arts curriculum district meeting with language arts chairman. (char. 3, 6, 7)
12. Talked with teachers about special computer programs. (char. 3, 6, 7, 8)

F. Provides resources for faculty to meet a wide variety of needs.

1. Develops course outline sheet for school which uses objectives, units of instruction, methods of instruction, unit evaluation. (char. 3, 5, 7)
2. Provides aide time as a valuable resource to maximize adult/student ratio. (char. 2, 3, 4)
3. Carefully preplans intercom interruptions. (char. 2, 4)
4. Provides strategic location of multiple copiers near offices rather than one big one at the principal's office. (char. 4, 6, 7)
5. Delegates tasks of working with architect to design classroom. (char. 4, 6, 7)
6. Arranges for extra pay and/or compensatory time off for teachers who meet in the evening with parents. (char. 1, 4, 7, 8)
7. Builds in a surplus within each department for special projects. (char. 3, 4, 7)

8. Coordinates practices with other buildings. (char. 3, 4, 6)
9. Develops rationale and guidelines for settling schedule conflicts. (char. 2, 3, 4, 6)
10. Builds master schedule so people with similar courses have planning time together. (char. 3, 6, 7)
11. Provides more phones to make it easier for teachers to call parents. (char. 2, 4, 6, 8)
12. Avoids interrupting on intercom. (char. 2, 3, 4)

G. Works with teachers to know their teaching skills and assist them in improving their classroom performance.

1. Asks teachers how students reach mastery of the material. (char. 3, 7)
2. Identifies more positive incidents in the classroom to praise than negative. (char. 1, 2, 4, 5, 7)
3. Praises teacher for studious atmosphere in the class observed during visit. (char. 2, 4, 7)
4. Visits two or three classes daily. (char. 2, 4, 7)
5. Spends time with teachers to learn what they are teaching. (char. 4, 7)
6. Asks experienced teachers prior to evaluation observation what they thought they needed help on. Principal then made a point to observe and provide feedback relative to that area. (char. 1, 4, 7)
7. Substitutes for a teacher who was having a problem so that teacher could go watch someone else teach. (char. 4, 7)
8. Works with teachers in English and writing skills to help teachers build skills in these areas. (char. 3, 4, 7)
9. Fires a teacher who knew subject area but could not teach. (char. 3, 5, 7)
10. Uses conference/counseling skills in teacher review of classroom notes about visit to classroom. (char. 4, 6, 7)
11. Gives new teachers speakers' names to enrich curriculum. (char. 3, 4, 5, 6, 7)

H. Administers inservice programs in a cooperation with faculty.

1. Gets money to provide free evening workshops for teachers in ITIP. (char. 3, 4, 7)
2. Surveys staff about inservice wants. (char. 4, 6, 7)
3. Asks staff where inservice time should be spent. (char. 6, 7)
4. Participates in inservice, tries out the inservice teaching strategy. (char. 4, 6, 7)
5. Voluntary attendance to inservice workshops. (char. 4, 6, 7)
6. Approves money for students and staff to attend workshops. (char. 1, 4, 5, 6)
7. Gives time to each subject area in inservice and faculty meetings. (char. 4, 6, 7)
8. Makes classes available after school for units toward inservice education. (char. 4, 7, 8)
9. Provides inservice program where a business person teaches time management. (char. 4, 6, 7)
10. Posts announcements of inservice on bulletin boards. (char. 4, 6, 7)

I. Promotes orderly, studious school environment in a manner which incorporates faculty and parents.

1. Volunters to listen to student complaints about certain problems in school. (char. 1, 2, 5)
2. Holds ethnic oriented nights to promote heritage and understanding of ethnic

groups. (char. 2, 5, 8)
3. Communicates to parents that principal cares about the student in a disciplinary action. (char. 2, 8)
4. Lets non-graduates come in building during yearbook signing. (char. 2, 4, 5)
5. Approaches teachers about walking by inappropriate student behaviors. (char. 2, 4, 7)
6. Enforces absenteeism program by contacting parents about absenteeism. (char. 2, 5, 8)
7. Establishes policy to deal with students who are not studying. (char. 2, 4, 5)

J. Takes personal role in both recognizing academic success and expressing high expectations of students.

1. Goes out to the local service groups and granges to get money and support for projects. (char. 1, 4, 8)
2. Attends plays, concerts, and forensic contests. (char. 2, 5, 8)
3. Attends honor society meetings. (char. 1, 2, 5)
4. Attends activities other than biggest sporting events. (char. 2, 4, 5, 8)
5. Reviews play performance in daily bulletin. (char. 1, 4, 5)
6. Discusses with faculty why we need high expectations of students. (char. 5, 6, 7)

K. Socializes with faculty.

1. Plays golf with faculty as a team against school golf team. (char. 2, 4, 5, 6)
2. Goes to lunch with entire staff on teacher work day. (char. 3, 4, 6, 7)
3. Hosts a year-end party for staff and spouses. (char. 3, 4, 6, 7)
4. Hosts new staff at home before school year with other staff. (char. 3, 4, 6, 7)
5. Attends faculty functions outside school. (char. 2, 4, 6, 7)
6. Organizes extracurricular activities. (char. 1, 3, 4, 5, 6)

L. Installs advanced academic courses or standards that the principal had personally articulated a need for.

1. Talks with faculty about writing standards during coffee, lunch until interest develops. (char. 2, 4, 5, 6, 7)
2. Develops dual credit program with community college. (char. 2, 3, 5)
3. Works with staff to meet goals and objectives for a major conversion of curricula and organization change. (char. 3, 6, 7)
4. Develops advanced credit courses. (char. 1, 2, 5, 7)
5. Implements advanced placement program. (char. 2, 3, 5, 7)

M. Develops measurement systems in various curricula to express high expectations of student performance.

1. Uses progress reports to clarify student goals where needed. (char. 1, 4, 5, 8)
2. Provides monthly student academic achievement report. (char. 1, 5, 8)
3. Presents item analysis of testing program in math and reading and language arts to analyze strengths and weaknesses of curriculum. (char. 1, 3)
4. Establishes competencies as measured by tests developed for an area of study. (char. 1, 3, 5, 7)
5. Develops systematic testing program in math and reading. (char. 1, 3, 5)

N. Provides special assistance for recognizing academic success.

1. Contacts local newspaper and has honor roll published. (char. 1, 8)

2. Sets up bulletin board display to post list of top students. (char. 1, 5)
3. Gets counselors and teachers to write reports for students' achievements, for school recognition of administrator programs (Confederation of School Administrators). (char. 1, 4, 5)
4. Gives release time for teachers to make graduation effective. (char. 1, 2, 4, 7)
5. Allows students to travel out of state for music performance. (char. 2, 3, 5)
6. Holds pizza and bowling nights with student leaders and board members. (char. 1, 2, 4, 8)

O. Communicates with parents about curriculum requirements.

1. Sends letters about changing college requirements a year early. (char. 3, 7, 8)
2. Directs staff to include comments in students' handbooks because survey indicated parents didn't know about a rule. (char. 5, 7, 8)
3. Includes curriculum news, announcements of scholarships, expectations of parents for home study environment in newsletters to the home. (char. 1, 6, 8)
4. Publishes readable, understandable handbook of courses for students and parents. (char. 3, 8)

P. Spells out various administrative responsibilities.

1. Requires one year to five year goals plan for each department. (char. 3, 5, 6)
2. Assigns definite responsibilities to each administrator. (char. 3, 4, 6, 7)
3. Spells out assistant principal's responsibility. (char. 2, 3, 6, 7)

Q. meets individually with teachers to develop and evaluate personal goals.

1. Has teachers write up how they will achieve goals. (char. 1, 4, 5, 6, 7)
2. Meets with teachers individually before school starts to lay out counseling goals. (char. 2, 4, 5, 6, 7)
3. Has teacher complete self-evaluation at the end of the year. (char. 4, 5, 6, 7)

R. Makes effective presentations to the Board of Education.

1. Prepares well for budget reports to board. (char. 3, 4, 6, 7)
2. Defends staff proposal at board meeting. (char. 4, 6)
3. Gets board approval for a project. (char. 3, 4, 6)

S. Develops resources and support for academic success.

1. Holds "academic kickoff" scholastic pep rally at beginning of school year. (char. 1, 2, 5)
2. Develops support groups for academic programs. (char. 5, 6, 7, 8)
3. Puts slogan about striving for excellence on letterhead and newspaper headings. (char. 1, 5, 8)

T. Hires effective staff.

1. Asks former principal of applicant whether the teacher being considered had challenged students. (char. 5, 6, 7)
2. Provides two more language teachers. (char. 3, 4, 7)

U. Reviews course outlines.

1. Reviews course outline sheets with department heads twice a year. (char. 1, 3, 4,

6, 7)

2. Monitors techer course descriptions. (char. 3, 7)

UNCLASSIFIED UNANIMOUS INEFFECTIVE BEHAVIORS

A. Takes action without informing or recognizing teacher input.

1. Develops master schedule without input from department head. (char. 4, 6)
2. Delegates a project without telling the person what authority is also given. (char. 4, 6, 7)
3. Calls students into office about teacher performance to check up on teachers. (char. 2, 4, 6, 7)
4. Says teachers inflate grades. (char. 1, 2, 4, 5, 7)
5. Sets up man in audience to present sound system request not on agenda. (char. 4, 6, 7, 8)
6. Says, "Yeah, I don't know what the hell is wrong with him" to a parent who criticizes a teacher. (char. 4, 7, 8)
7. Doesn't recognize substitute is not faculty. (char. 4, 6, 7)
8. Holds lengthy meetings about inservice credit required. (char. 3, 4, 6, 7)
9. Assigns responsibility to person "less than able" to perform the task. (char. 2, 4, 6, 7)
10. Announces decision for team teaching which was not the same as list teachers generated. (char. 4, 6, 7)
11. Reads rules and regulations to teachers once a month. (char. 6, 7)
12. Avoids faculty meetings whenever possible. (char. 6, 7)
13. Threatens teacher who helped new teacher with inadequate budget. (char. 4, 6, 7)
14. Insists teachers leave building by 4:30 p.m. (char. 2, 4, 6)
15. Says, "I don't want to deal with that" at staff meeting. (char. 4, 6, 7)
16. Leads teachers to believe their opinions will lead to action when, in fact, no such intention exists. (char. 4, 6, 7)
17. Is available for help infrequently so norms aren't understood--result: interference. (char. 4, 6, 7)
18. Decides on a six period day and proposes to district superintendent and board of education without staff support. (char. 4, 6, 7)
19. Refuses to set goals. tells teachers goal setting is too time consuming. (char. 4, 5, 6, 7)
20. Allows department chairperson to perate autonomously. (char. 4, 6, 7)
21. Says nothing to teacher who comes in to brainstorm. (char. 4, 6, 7)
22. Criticizes goals which are chosen by teachers without guidelines. (char. 4, 6, 7)
23. Speaks with sharp command to subordinate teacher. (char. 4, 6, 7)
24. Assigns new (least experienced) teachers to least desirable assignments. (char. 2, 4, 7)
25. Does not ask teachers about decisions. (char. 4, 6, 7)
26. Expresses lack of confidence in vice principal to the teachers in the vice principal's area. (char. 4, 6, 7)
27. Tells parents what his/her decision is without conferring with teacher about classroom incident. (char. 2, 4, 8)
28. Does not recognize and include comments of teachers that are negative. (char. 4, 6, 7)
29. Follows set procedures without allowing for individual differences. (char. 2, 3, 4, 6)
30. Tells teachers it won't do any good to ask community service groups for support. (char. 4, 6, 7, 8)
31. Loses temper with a teacher in open office in front of office staff. (char. 2, 4, 6, 7)
32. Gives feedback to teachers after Christmas for survey of teachers in June the year before. (char. 4, 6, 7)
33. Plays favorites on class assignments. (char. 4, 5, 6, 7)

34. Requires all communications between counselor and staff or parents be initiated by principal. (char. 2, 4, 7, 8)
35. Tells district superintendent what to convey to vice principal because he can't. (char. 4, 6, 7)
36. Sends direction without staff support. (char. 4, 6, 7)
37. Fails to back up or check on substitutes. (char. 2, 4, 7)
38. Holds two-week meetings without reason. (char. 1, 4, 6, 7)
39. Wastes teachers' time with political committees (public relations). (char. 4, 6, 7)
40. Tells complaining teachers "war stories" about the old days in education (this was his way of dismissing their complaints). (char. 1, 4, 7)

B. Does not allow practices which could improve teachers' effectiveness in the classroom.

1. Ignores need for common prep times for teachers in the same discipline. (char. 4, 6, 7)
2. Delegates most public speaking on academics to vice principal. (char. 1, 3, 5, 7, 8)
3. Hires teacher for coaching position rather than teaching ability. (char. 3, 5, 7)
4. Does not recognize science teacher who developed outside computer programs and spoke at national conference. (char. 1, 4, 7)
5. Controlls content of English Department by criticizing teachers' content even though criticism was not in line with school district goals. (char. 3, 4, 5, 6)
6. Says to staff, "If students are going to learn, they'll learn on their own." (char. 1, 2, 4, 5, 7)
7. Denies inservice education for program because one month scheduling deadline violated. (char. 4, 6, 7)
8. Doesn't have staff work with a teacher who the principal and he entire staff has no confidence in. (char. 4, 6, 7)
9. Does not provide opportunity for teachers who had been to a workshop on teaching techinques to share information about it although teachers wanted to share. (char. 4, 6, 7)
10. Doesn't answer questions about curriculum because it is the vice principal's job. (char. 3, 4, 6, 7)
11. Gives overly general feedback on instructional techniques with no suggestions for improvement (e.g., "You need to improve your testing.") (char. 4, 7)
12. Assigns coaching as an extra duty assignment first year. (char. 4, 6, 7)
13. Doesn't work with (or change) department head who is not doing the job. (char. 4, 6, 7)
14. Allows teacher to show films in class ad nauseum without correcting. (char. 2, 3, 5, 7)
15. Doesn't explain to a superintendent any reasons why a teacher should be reimbursed for a developmental course. (char. 4, 7)
16. Allows one student to be called out on intercom. (char. 2, 4, 5)
17. Assigns teachers out of classification for schedule purposes. (char. 3, 4, 6, 7)
18. Hires person for coaching ability rather than teaching ability. (char. 3, 4, 5, 7)
19. Asks to talk to teacher in middle of class. (char. 2, 4, 7)
20. Ignores teacher's problems until a series of parents call (char. 2, 4, 7, 8)

C. Uses ineffective behaviors such as lying, no follow-up, personal criticism, etc.

1. Denies making a promise that students and staff heard him/her make. (char. 2, 4)

2. Uses examples when talking with students which assume local newspaper is read by every student. (char. 2, 4, 5, 7)
3. Accepts information acting like it's a personal attack. (char. 4, 6, 7)
4. Announces importance of recognition of academic success and lays out several programs at the beginning of the school year but never follows through on any program. (char. 1, 5)
5. Doesn't check duty stations. (char. 2, 4, 7)
6. Says, "We have to pay for flowers" when they were donated by flower shop. (char. 2, 4, 6, 8)
7. Uses a written staff bulletin as a primary means of communication with teachers. (char. 4, 6, 7)
8. Announces availability of a course then changes his/her mind twice as to whether or not course will be offered. (char. 3, 4, 6, 7)
9. Doesn't follow up on memos to clean up room. (char. 2, 4, 6, 7)
10. Talks continuously. (char. 4, 6, 7)
11. Tells sexist jokes. (char. 2, 6, 7)
12. Doesn't make eye contact. (char. 2, 4, 5, 6, 7)

D. Handles budget matters in a manner that raises questions of inequity.

1. Tells teachers to get out on their own and ask for money and support from the community. (char. 4, 6, 8)
2. Cuts budget across the board and ignores emphasis for the year in one discipline. (char. 3, 4, 6, 7)
3. Doesn't provide decent faculty room. (char. 4, 6, 7)
4. Can't afford to sent to inservice. (char. 4, 6, 7)
5. Prepares inaccurate enrollment numbers to justify cutting course. (char. 1, 4, 6, 7)
6. Spends disproportionate amount of money for programs that are elitist but gain public recognition. (char. 1, 4, 8)
7. Budgets money for sports without giving equal support for academics. (char. 1, 3, 4, 5)
8. Blames class leadership for having to collect money for baccalaureate when other resources existed. (char. 1, 2, 5, 8)
9. Does not deliver on a promise to raise money for a new shelter (outside) if students organized support for it. (char. 2, 4, 5, 7)
10. Cuts budget $150 without reference to any specific justifications after budget is submitted. (char. 4, 6)
11. Uses travel money to attend a "superfluous" administrative conference--deprived and denied teacher the opportunity to take a training course as money was not available. (char. 4, 7)

E. Demonstrates lack of interest, attention, or knowledge about academic success of students.

1. Mispronounces students' names while giving academic awards. (char. 1, 8)
2. Gives speech at awards presentation that focuses on principal's accomplishments. (char. 1, 5, 8)
3. Does not make personal contact with academically successful students. (char. 1, 5)
4. Does not monitor student grades. (char. 1, 5)
5. Does not recognize academic success until senior awards assembly program. (char. 1, 5)
6. Does not hold awards assembly because students won't attend, interrupt classes, etc. (char. 1, 5)

7. Emphasizes athletic success exclusively by talking just to jocks in the hallway. (char. 1, 2, 5)
8. Provides no honor roll board, display case. (char. 1, 2, 5)
9. Does not acknowledge valedictorians. (char. 1, 5)
10. Does not know names of students on the honor roll. (char. 1, 5)

F. Provides weak curriculum leadership.

1. Does not take action for an additional course for bright, articulate students. (char. 2, 3, 4, 5)
2. Adds Russian and Chinese language programs to school where 30 percent of students are dropping out. (char. 1, 3, 5, 7)
3. Refuses to give high school credit to students taking courses at local community college. (char. 1, 2, 5)
4. Designs curriculum around what students want rather than around professional analysis of their needs. Places a great deal of emphasis on survey of students' wants. (char. 3, 5, 6)
5. Negotiates secret deals about programs. (char. 3, 4, 6, 7)
6. Does not develop academic policies. (char. 1, 5, 7)
7. Pretends to know curriculum when not aware of it. (char. 3, 7)
8. Denies request to change reading curriculum even though reading resource teacher and reading staff requested change. (char. 4, 6, 7)

G. Does not provide or expect specific goals for student achievement.

1. Tells staff school goal is to do well like "we did with their brothers and sisters." (char. 3, 5, 6)
2. Does not encourage staff in discussion about what is expected in student performance. (char. 1, 4, 5, 7)
3. Does not analyze testing program to give to department heads. (char. 1, 3, 4, 5, 7)
4. Says these tests are required but isn't very supportive. (char. 1, 4, 5, 7)
5. Lowers high school recommended standards to meet state minimum. (char. 1, 3, 5)
6. Mentions poor performance of school on college tests to students but doesn't seem to care very much. (char. 1, 2, 5)
7. Says, "What do you expect from a class of that type." (char. 1, 2, 5, 7)
8. Criticizes student body in public. (char. 2, 5, 8)

H. Does not show equal interest for all curriculum.

1. Sets up weighted grading system that works to disadvantage of "liberal arts" courses in high school. (char. 2, 3, 5, 6, 7)
2. Slights basic tracks in favor of advanced tracks. (char. 1, 3, 5, 7)
3. Does not communicate business department's problem with declining enrollments to other departments. (char. 3, 4, 6)
4. Gives non-verbal cues of disinterest such as shrugs, silence when certain subjects are discussed (developmental, non-academic). (char. 3, 4, 6)
5. Does not advise counselors to provide non-academic curriculum for some students. (char. 2, 3, 7)
6. Believes non-academics are unimportant. (char. 2, 3, 5, 6)
7. Criticizes shop classes as inappropriate education because they have sharp instruments (required, standard tools). (char. 3, 4, 7)

I. Does not enforce discipline.

1. Excuses student behaviors that teacher has recommended for discipline. (char. 2, 4, 6)
2. Fails to deal with students known to be having difficulty. (char. 2, 5, 7, 8)
3. Does not talk to students. (char. 2, 5)
4. Stays in the office. (char. 2, 5, 7)
5. Allows appearance of halls to be messy. (char. 1, 2, 8)
6. Tells AP, "You got a real problem on your hands" when students were unruly in practice graduation exercise. (char. 2, 6)

J. Allows students to miss too much class time for other activities.

1. Holds 45 minute assembly every week. (char. 2, 3, 4)
2. Lets what is really a one-half day field trip expand to full day. (char. 2, 5)
3. Allows extracurricular activities to go on during 6th period -- i.e., student athlete and coaches given 6th period off. (char. 2, 5)
4. Allows athletes to be gone 3 of 7 teaching periods or more per week. (char. 2, 5)
5. Lets students become involved in too many activities. (char. 1, 2, 4, 7)

K. Shows disinterest or lack of knowledge about elementary and feeder school problems.

1. Goes to bathroom, makes doodles, etc. when elementary schools discussed their problems in district meeting. (char. 3, 4, 6, 7)
2. Tells elementary principals that high school problems are no concern of theirs during district meeting. (char. 2, 3, 7)
3. Blames feeder buildings for poor academic performance. (char. 3, 4, 7)
4. Ignores differences in achievement levels from feeder schools. (char. 1, 3, 5, 7)

L. Demonstrates insensitivity to parents.

1. Slanders, slurs, criticizes family situations. (char. 2, 4, 8)
2. Does not remind staff to send home positive notices to parents. (char. 1, 6, 8)
3. Cuts parents/people off on the telephone. (char. 7, 8)

M. Follows directions and orders from superintendent without challenging.

1. Tells teachers that district office says we can't do that. (char. 4, 6, 7)
2. Simply adopts goals set by district office. (char. 3, 5, 7)

N. Doesn't attend academic events.

1. Does not attend plays, musicals. (char. 1, 2, 3, 4, 8)
2. Attends only sports events in evening--does not attend other evening events--assigns another administrator. (char. 2, 5, 7, 8)